GV1277
.F745
1888

Foster, R. F.

"3 Christ Inferences

LIBRARY OF CONGRESS
0 029 604 634 6

Hollinger
pH 8.5
Mill Run F3-1955

COPYRIGHT
JAN
3
1889

GV 1277
.F745

WHIST INFERENCES.

A complete System of Instruction which will enable anyone to play the right card, and to instantly draw the correct inference from every possible play. Taught either by correspondence or by personal instruction,

— BY —

F. F. FOSTER,

AUTHOR OF "WHIST AT A GLANCE," &c.

917 MADISON AVENUE, BALTIMORE, MD.

Copyright 1888, by R. F. Foster.

DO YOU PLAY WHIST?

Whist is essentially a partnership game. Every person who sits down to play it, owes it to the other players at the table to possess a fair knowledge of its elements. No one thinks of offering to join in a dance, with the steps of which they are not familiar; but many persons sit down to the whist-table with the remark that they know little or nothing about the game!

It is remarkable that while so many books have been written, published, and read upon the art of playing whist, that so few persons should be able to put their teachings to any practical use. Long experience as a teacher of the game has conclusively proved to me that they cannot remember what is in the book when they sit down to the table for actual play; because it has been presented to the mind in such a manner as to confuse, rather than assist. The feeble attempts to recall and use something of what they have read has occasioned much of the modern contempt for "book-players." Judgement, especially in whist, cannot be taught; but to learn what to play from any and every possible combination of cards that you may hold, and to know at any stage of the game what has been played, is simply a problem of memory; and the most important element of all, to rapidly draw correct inferences from the various plays, is a logical process, the premises of which entirely rest upon memory. Now, as memory does not depend upon any artificial system of recollection, but upon the strength with which impressions first come to the mind, it is necessary to ascertain and adopt the most impressive, and at the same time the simplest manner of presenting to the pupil the various plays and inferences of the game. In doing this one impor-

GV 1277
F745

tant element must be carefully kept in view which is very generally overlooked in problems of memory, (upon which subject I claim to be something of an authority), which is that the mind is not capable of seeing clearly or of comparing more than two ideas at a time, and of these one must be already familiar to us with which the other and unfamiliar one may be compared; because if both are new to us we may not understand either of them, and cannot possibly remember them. We know by experience that too many ideas at the same time in the mind weaken each other. If we try to think of too many things at once, we forget everything. All writers on, and teachers of whist seem to be ignorant of this principle. They crowd upon the attention of the pupil a mass of wholly unfamiliar things, and give him in one sentence the rule and the exception; the play and the reason for it; the original and the forced lead; the plain suits and the trumps; the first card to lead and the second; the trump signal and the "finesse;" the echo and the discard; the opening of the game and the considerations peculiar to *grand coups*. They simply *preach* whist, and it is not surprising that so many persons abandon all hope of ever mastering the game after they have seen one of these books. Whist is a game that must be learned, and it can be both thoroughly and quickly learned by any person who is properly taught, The teacher must *evolve* the game for the pupil; from the simplest elements, one thing at a time, all things in succession: and this must be done in such a manner that the pupil will not only understand perfectly every step in the process, but shall be able to *use it* with the utmost confidence and facility at the whist table.

The common method of teaching whist by "bossing" the game, and interrupting it with a mixture of disconnected maxims and discouraging criticisms, will never make a whist player, unless the pupils' genius be such as to triumph in spite of such methods, not in consequence of them. No one ever learned Whist by any system of "talking across the board." Who would attempt to make a man a better preacher by interrupting and correcting him in the middle of his sermons? For similar reasons one never learns to draw inferences by playing over the hands given in books. Somehow those hands never occur in actual play, or if they do, one does not recognize them, which is the same thing.

Some persons do not possess the genius necessary to make great or brilliant players. But any person can thoroughly learn the fundamental principles of the game, can learn to draw inferences rapidly and correctly from each play as it occurs, and can learn to remember the fall of the cards, so as to avoid foolish errors himself, and at the same time render every possible help to a perhaps brilliant partner. Such a one will find himself welcome anywhere that whist is played, and will cause a smile of satisfaction to light up the face of any thoroughgoing whist player who cuts him for a partner.

METHODS OF INSTRUCTION.

My method is briefly this: I have 5 Lessons, which are given to the pupil one at a time, either by correspondence or personal instruction. I begin, in the *First Lesson*, by showing that although any part of any suit of 13 cards may be dealt to him in 6,527,020,800 different ways; by the time he has sorted his hand and arranged in order such of each suit as may have fallen to his share, he will find that of all these millions there are only a certain number of possible

combinations which he can hold. I have reduced them to 32. I then show him the best use he can make of his hand, when he plays first or "leads."

I do not trouble my pupils with a mass of philosophical reasons for certain leads or plays. I simply accept the universal agreement of all authorities that these plays are the best, and show my pupil an absolutely certain way of *learning* them, so that he will never forget them. To do this, it is not necessary to learn even the 32 combinations before alluded to. I have reduced the entire matter to four simple rules of about a dozen words each. I then teach him how to play the Third hand on his partner's lead, both independent of, and as altered by the play of the intermediate Second hand.

In the *Second Lesson* I deal with the peculiarities of trumps and the continuation of suits, confining the pupil's attention, as before, to his play as leader or as Third hand, showing him how to note and take advantage of, or warning from the play of his adversaries on the suits which he and his partner are developing.

In the *Third Lesson* these inferences are more thoroughly developed, and the first part of a complete and exhaustive system of exercises is introduced, by which the pupil is shown *every possible inference* that can occur at the game. This is divided into a consideration of such inferences as are possible only to the First hand; only to his partner (Third hand); to both of them; and those which are obvious to the whole table. This system of inferences is based upon a very careful study, on a plan entirely my own, of all the possible combinations a player can hold; all the ways he can play them, and all the possible inferences which can be drawn from his play, either as first, second, third or fourth hand, by any or all the other players. The rapidity and certainty with which such inferences can be drawn when properly taught, would be incredible were it not a fact.

In the *Fourth Lesson* the consideration of the adversaries' play is taken up; that is, the play of the Second and Fourth hands, which is of course chiefly directed to preventing the establishment of the opponents' suits. Correct inferences by second and fourth hands as to what First and Third hands hold, and what they are trying to accomplish, constitute some of the finest points in the game.

In the *Fifth Lesson* the practical application of the foregoing lessons to actual play is dealt with, and special attention paid to that great bugbear of whist players—how to remember what cards are out, and which is the best card of any suit. The inferences affecting the changing of suits; placing the lead; getting rid of the command, and the considerations affecting the play of the last few tricks, are all fully discussed.

Throughout, I insist on all the exercises being gone over with the actual cards, in order to educate the eye and accustom it to the various combinations. The importance of this cannot be overestimated; a person may read about cards forever, that will not enable him to identify them as they fall upon the table. I arrange the cards for all the exercises, and send complete sets to each pupil so that he loses no time in sorting out hands. They are arranged upon a peculiar system on which I have applied for a patent. They are ordinary playing cards, and their use is to train the *eye* and the understanding together. The result of their use is that when seated at the whist-table every possible hand the pupil can hold; or play the others can make, is at once recognized as perfectly familiar; the correct plays and inferences become automatic, leaving the mind free for the exercise of the judgement.

LIBRARY OF CONGRESS
0 029 604 634 6

TERMS BY CORRESPONDENCE

ESSONS.

For single pupils, - - - - - - - $20.00 each.
For classes of less than 10 pupils, - - - - - 10.00 "
For classes of 10 pupils or more, - - - - - 5.00 "

Instruction gratis to any person sending me a class of more than 10 pupils.

Special terms and arrangements for PERSONAL INSTRUCTION to individuals or to classes.

Members of correspondence classes may reside in different cities; but names, addresses, and fees must be sent me through one organizer or secretary. After that I deal with each pupil individually. Immediately on receipt of the fees and names, blanks are sent to each pupil for signature. I teach my methods to pupils for their individual use only, and require them to agree not to disclose them, nor show my lesson-papers or exercises to others without first obtaining my consent. When these blanks are returned to me properly filled out, I send the first lesson of the course by return mail, and each succeeding lesson upon notification that the pupil has mastered the preceding one. There are no extra charges for lesson papers or cards, the fee covers everything.

I am compiling, for gratuitous distribution, a DIRECTORY of the Whist clubs of the United States, and shall be obliged to anyone who will send me the names of such Clubs and their officers.

Address all communications and make all remittances payable to

F. F. FOSTER, 917 Madison Ave., Baltimore, Md., U. S. A.

LIBRARY OF CONGRESS
0 029 604 634 6

Hollinger
pH 8.5
Mill Run F3-1955

LIBRARY OF CONGRESS
0 029 604 634 6

Hollinger
pH 8.5
Mill Run F3-1955